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ABSTRACT

This paper examines, via an exploratory approach, the factors in doctoral programs that may potentially guide, motivate, and influence African American doctoral students to pursue careers in higher education. Interviews with 42 participants, 23 current students and 19 former doctorate recipients, were conducted, placing emphasis on interviewing more respondents from the education field, the field of study of the majority of African Americans. Five types of relationships that African American doctoral students have with their major advisors were identified: (1) formal academic advisement; (2) academic guidance; (3) quasi-apprenticeship; (4) academic mentoring; and (5) career mentoring. These relationships were found to differ with respect to the character of involvement between major advisors and these doctoral students. The findings of the study indicated that African American doctoral students have a variety of relationships and involvements with their major faculty advisors. Of these relationships, the student-advisor relationship was identified by respondents as being the most nonsatisfying of the various involvements. Of the five relationships studied, quasi-apprenticeship, academic mentoring, and career mentoring had the most significant impact on African American doctoral students seeking careers in higher education. Contains 15 references. (GLR)

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RELATIONSHIPS BETWEEN AFRICAN AMERICAN DOCTORAL STUDENTS AND THEIR MAJOR ADVISORS

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INTRODUCTION

Few topics have generated as much interest in higher education as the underproduction and participation of underrepresented groups in higher education. Full participation of minority groups in higher education remains a difficult problem to solve. The participation of African (Black) Americans, in particular, in institutions of higher education is especially disturbing. Studies have found colleges and universities have lost ground in the enrollment of African American graduate students (Blackwell, 1987; American Council on Education, 1987; Chandler, 1988), in the proportion of African American graduate and doctoral degrees granted (Astin, 1982; Blackwell, 1987; Williams, 1989) and in the participation by African Americans in research and faculty positions in its universities (Frierson, 1990; American Council on Education, 1987; Brown, 1988).

The decline of African Americans involved in administrative, faculty and research positions is linked to the participation and graduation of African American students in doctoral programs. It is the belief of many scholars that the pipeline from which African American faculty are produced is drying up. Common explanations for thelow flow of minorities in the pipeline are that minorities come from low income families and consequently do not want to take on the extra financial burden of graduate study, they are most often attracted to professional schools, and that in general academe has been inhospitable towards African American students.

After reviewing various methods initiated to increase African American participation in higher education it is apparent that attention has been directed toward increasing the numbers of minority students in higher education institutions and doctoral programs. It is assumed that including more underrepresented groups in the education pipeline will

increase their participation in faculty and research positions in higher education. However, there is little empirical evidence to support this assumption.

LITERATURE REVIEW

Scholars have reported the importance of student-faculty relationships for college students. For example Astin (1977), completed a longitudinal study for more than 200,000 students at 300 higher education institutions, reported that the student-faculty interaction had a stronger impact on the college experience for students that any other variable or any other student characteristic. Pantages and Creedon (1978), studied college students attrition rates, and concluded: "The quality of the relationship between a student and his/her professors is of crucial importance in determining satisfaction with the institution" (p.79). Similarly, Feldman and Newcomb (1976), examined the impact of the college experience on students, concluded that faculty relationships with students aid in intellectual development and career decision making. In an early study, Lathrop (1962) found that the most frequently reported academic experience that lead to college teaching as a career decision was related to the student-faculty relationship.

However, other scholars have found faculty have a non-significant impact on student development particularly at the undergraduate level. For example, Quananatelli, Heflich, and Yutzy (1964) found teachers were not significant others in social development, and reported faculty were unimportant either for attitudes or perceptions held by students. These authors found faculty were non-influenced in non-technical matters (matters outside of the classroom environment). In addition, Feldman and Newcomb (1976) reported that although most college undergraduate students were satisfied with the intellectual level of stimulation provided by college professors, they were not pleased with their relationships with faculty. These authors indicated that students reported little contact with faculty outside the classroom. Finally,

Gaff and Gaff (1984) found the quality of the student-faculty relationship depends on the amount of time both parties are willing to devote to the relationship.

The findings of the scholars with both of the previous points of view indicate much is still unknown about student-faculty relationships. Even if it is assumed that undergraduate students would like more contact with faculty outside of the classroom, we cannot be sure that they want these relationships to be highly personal. For example, Feldman and Newcomb (1976) found, based on research on undergraduate students in the 1960's, that although students generally reported infrequent contacts with faculty outside the classroom, a majority did not indicate a preference for close and personal kinds of contacts. Generally these students expected their relationships with faculty to be more on the professional level, only with more frequent contacts.

At the graduate level the situation is different. Katz and Hartnett (1976) reported graduate students relations with members of the faculty is regarded by most graduate students as the single most important aspect of their graduate experience. However, these researchers also found that many students viewed relationships with faculty as the single most disappointing aspect of their graduate experience. The findings by these authors have accentuated the crucial role that faculty have on the graduate experience.

Although the literature suggest the critical role of the student-faculty interaction may have on the educational experiences of graduate students, little empirical research has been reported regarding what happens in these relationships that make them so valuable to graduate students. More specifically, the impact of the student-faculty relationship on African American doctoral students is an area in which little empirical research has been conducted.

More attention needs to be given to the development and experiences of underrepresented students once they are enrolled in doctoral

programs. Attention needs to be given to factors in doctoral programs that may potentially guide, motivate, and influence African American doctoral students to pursue careers in higher education. This study examined this factor-- specifically the student's major advisor, --which some scholars suspect has an impact on the career influences of doctoral students in higher education.

METHODS

An exploratory approach was used in examining the problem. The investigation required an exploratory method designed to examine the salient characteristics of African American doctoral student-faculty advisor relationships. The study is both prospective and retrospective. The study is prospective in that it describes the perceptions of current students and also retrospective because former doctoral recipients were also interviewed to determine the relationships they had with their major advisors.

The grounded theory approach--using the constant comparative method of analysis--developed by Glaser and Strauss (1967) is the method that guided the study. The constant comparative method has been described as "multi-faceted approach to research designed to maximize flexibility and aid the creative generation of theory. The method combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing" (Conrad, 1982, p. 241).

Participants in the study were selected from two large research one institutions in the midwest. Current students consist of African American doctoral students currently enrolled in doctoral programs for a minimum of one year. Former doctorate recipients consist of African American faculty and administrators currently employed at the two universities. Former students received their doctorate degrees from Research 1 universities. Participants were selected from the following

fields of study; education, professional fields, social sciences, humanities, physical sciences, engineering, and life sciences.

A total of forty-two participants were interviewed for the study. This total represented twenty-three current students and nineteen former doctorate recipients. Of the group of current students, four respondents represented the hard sciences (physical science, engineering, and life sciences), seven students were from the humanities and social sciences, and twelve current students represented the field of education (for the purposes of this study the professional fields of study were grouped with the field of education). Nineteen former African American students were interviewed in the study. Of this total, three respondents represented the hard sciences, eight interviewees were from the social sciences and the humanities, and eight participants were from the field of education. Two of these individuals were employed solely as administrators.

Traditionally the majority of African American doctorate degrees are awarded in the education field, followed by the humanities and social sciences, with fewer doctorate degrees being awarded in the hard sciences. With this in mind, the attempt was made to interview more respondents from the education field of study (12 current students and 8 former students), followed by fewer interviewees from the humanities and social sciences (7 current students and 8 former students), and finally the least amount of interviewees (4 current students and 3 former students) from the hard sciences.

Data for the study was collected through in-depth interviews which lasted from 30 minutes to two and one-half hours.

RESULTS

Five types of relationships that African America doctoral students have with their major advisors were identified in the study: 1) formal academic advisement, 2) academic guidance, 3) quasi-apprenticeship, 4) academic mentoring, and 5) career mentoring. In general, these fivee

relationships differ with respect to the character of involvement between doctoral students and their major advisors, as well as the kind of information advisors provide to students during their doctoral study. In general, each relationship is inclusive of the attributes of the attributes of the relationship which precedes it.

Type 1: Formal Academic Advisement Relationships

Seven interviewees in the study were identified as being involved in formal academic advisement relationships with their major advisors. This includes three current students representing the hard sciences, social sciences, and education along with five former doctorate recipients representing the humanities.

In formal academic advisement relationships, there is relatively little interaction between students and their major advisors, with advisors limiting their involvement to providing basic academic advice to assist students in advancing through their doctoral program. These relationships involve interactions where the major advisor provides the doctoral student with routine educational advice. The major advisor's role in these relationships is limited to providing academic related guidance and assistance that is considered necessary for the student to advance through his/her program of study. This academic advice is the type of information that is routinely provided to doctoral students enrolled in Ph.D. programs and is geared to the student's educational needs.

Three attributes characterize formal academic advisement relationships. First, the advisor provides basic and routine academic advice to the student. Second, contact is limited between the doctoral student and the advisor and formal in nature. Third, the relationships are non developmental.

Basic and Routine Academic Advice

In formal academic advisement relationships, information other than that related to the technical aspects of completing the doctoral

program is not provided to the student. This "technical" information helps the student in progressing through and completing academic program requirements. In general, this advice is basic and routine in character. At the doctoral level, this academic advice is the type where the major advisor provides the student with information such as: specific departmental procedures and policies; typical sequencing of courses in the program; transfer credit information; grade point requirements; program electives; and fundamental dissertation requirements. In short, the major advisor provides academic guidance that is "traditionally" and "formally" expected in a doctoral student-advisor relationship, and which is directed toward advancing doctoral students through and completing their doctoral programs.

Limited Contact

In formal academic advisement relationships, contact is limited between the doctoral student and the major advisor. Students in these relationships are provided little opportunity to get to know their advisor on a personal level or to develop close relationships. Insofar as there is limited contact and infrequent encounters with the major advisor, these relationships were formal in nature.

Formality, in this respect, meant that encounters between the doctoral student and the major advisor were "business-like" interactions and where interactions occurred primarily during specified periods of the doctoral study that had significant impact on the student's advancement through the doctoral program. These distinctive periods include situations such as preparation for major examinations, when the student needed a document signed by the faculty advisor, or when the student was in the process of writing the dissertation.

Non-developmental Relationships

Limited interactions with the major advisor, the formal structure of the infrequent encounters, and the basic and routine academic guidance provided to the doctoral student render the involvements non-

developmental. In these involvements, the advisor is not involved in nurturing or grooming the doctoral student.

The following quotation provide an example of a typical response from a respondent involved in formal academic advisement relationship with a major advisor. A former student, in the sciences, who was at the dissertation of study provided this representative statement concerning encounters with his major advisor: "Unlike other professors in the department, their students had unlimited access to them. They [the students] were in and out of their offices all the time... With him it was different. I could only see him by appointment. And sometimes the appointment would have to be made two days in advance. So I'm wasting two days not knowing what to do. And then when I would get to see him, he would take over the conversation and go down paths that were new to me. When I would leave I would be no closer to anything... I think he was ill-fitted to provide me with what I needed. The relationship was difficult and did not help my Ph.D. work. In fact, sometimes I think it was a hindrance."

Type II: Academic Guidance Relationships

More respondents (18) were recognized as having academic guidance relationships with their major advisors than any other type of student-advisor relationship. This includes twelve current students representing the fields of education, the humanities and social sciences, and the hard sciences along with six former students from the fields of education, the humanities, and the hard sciences.

Academic guidance relationship are conventional doctoral student-advisor involvements. These are more flexible relationships wherein the advisor provides academically related guidance and assistance, in addition to demonstrating a concern for the doctoral student and the student's educational interest during the period of doctoral study. Contact between the student and the advisor occurs more frequently, and communication is cooperative.

Three attributes characterize academic guidance doctoral student-advisor relationships. First, these relationships are flexible wherein contact between the student and the advisor is not systematically structured and where communication between the parties is collegial. Second, major advisors are supportive and understanding of the student and the student's educational needs. Third, major advisors provide basically academically related guidance and advice to the doctoral student.

Flexible Relationships

Academic guidance relationships are flexible doctoral student-advisor involvements. Flexibility means that less structure is imposed on the relationship, in contrast to formal academic advisement relationships, where student-advisor interactions tend to occur at distinct periods during doctoral study. In addition, less structure in these interactions means the student's views are given significant consideration regarding his/her educational experiences, and the student and the advisor meet frequently or when the need exist concerning the student's educational situation. Flexibility also relates to the attitudes of the major advisor in involved in the relationship. Respondents in academic guidance relationships consistently referred to their advisors as having the following qualities: approachable, inviting, interested, understanding, sensitive, flexible, and supportive.

Finally, flexibility refers to the amount of time the major advisor commits or is willing to commit to the student-advisor relationship. Advisors in these relationships go beyond the time commitment which is "traditionally required" in a doctoral student-advisor involvement.

Supportive Advisors

Advisors in academic guidance relationships are supportive. Being supportive means major advisors are understanding of the student being in the minority at the predominantly white institution, and that the

advisor shows an interest in the student and the students' educational and research interest.

Academic Relationships

Academic guidance relationships are primarily academic involvements where the major advisor provides academic related guidance and advice to the student. This academic guidance is the type where the advisor provides direction and assistance in the educational, administrative, and bureaucratic matters regarding the student and his/her program direction. The academic character of these relationships not only refers to the type of advice the advisor provides to the student, but also to the personal and social interactions between the student and the advisor. Academic guidance relationships do not involve significant personal and social interactions between students and advisors. Although the advisor provides support and guidance to the student, these relationships generally involve little or no social involvement between students and advisors.

The following quotes provide examples of comments of respondents identified in academic guidance relationships. A current student in the field of education commented on her advisor: "He is very approachable. I haven't had any difficulties with him. He is willing to listen. He makes suggestions. He doesn't try to impose his views on me. He doesn't try to push me into any particular direction. We can discuss things and he will give me his viewpoint, but he doesn't tell me things that I must do. I find him very flexible." Another respondent, a former student, had these comments concerning a conversation she had with her major advisor: "I was saying [to the advisor] that I wanted to do and to do that, and he [the advisor] said to me,'Listen...do you want to get an education or do you want to get a Ph.D.?' And I said, gee, I thought you could do both. And he said, 'No! You need to get the Ph.D. because you can spend the rest of your life getting an education.' So from my standpoint he provided me with a lot of good

information."

Type III Quasi-Apprenticeship relationships

Six respondents were identified as having quasi-apprenticeships with their major advisors. This includes three current students from the hard sciences, education, and the social sciences along with three former students from the same fields of study.

Quasi-apprenticeship doctoral student-advisor relationships are involvements where the major advisor provides the student with educational research opportunities that are not available to all doctoral students. Interactions between the student and the advisor are primarily related to the academic opportunity offered. In these relationships, the student works with the major advisor in research-oriented projects. Interaction and communication between the student and the advisor is primarily related to the completion of the research project. Students are provide these opportunities based on their skills and abilities.

Three attributes characterize quasi-apprenticeship relationships. First, the advisor provides the student with academic opportunities not available to most doctoral students. Second, students are invited to work in projects that advance the research work of the major advisor. Third, these are academic relationships where the guidance provided by the advisor is primarily related to the student's educational needs.

Research Opportunities

Advisors in quasi-apprenticeships relationship provide doctoral students with opportunities to participate in academic and scholarly experiences not readily accessible to every doctoral student. These opportunities include teaching assistantships, utilizing data from the advisor' research as part of the student's research, and research assistantships. These opportunities are semi-apprenticeship activities where the student is provided the opportunity to be involved in educational experiences that are considered necessary for productive

academic life at research oriented universities. However, the student is not provided personalized guidance that relates to other broad issues that might effect productive academic life in higher education institutions. These broad issues might include understandings of the political realities of research universities, issues that effect networking and socialization within the field, and what an academician needs to do--and how to do it--to be effective within a professional field.

Advancing the Advisor's Work

In these student-advisor relationships, students are engaged in research projects during doctoral study that had, as a primary characteristic, the effect of advancing the research work of the major advisor. All the major advisors in these relationships were involved in research projects and producing scholarly publications. These projects required some outside assistance, in addition to the work of the principal investigator. These advisors needed students with particular skills and abilities to aid in the completion of their projects. The doctoral students in these student-advisor involvements possessed the needed skills and were invited to work with the advisor on completing their projects.

Academic relationships

Quasi-apprenticeship relationships, like academic guidance relationships are academic involvements where the major advisor provides basically academic related advice and guidance to the doctoral student.

These advisors guidance and advice is basically related to the academic needs of the student and to the completion of the research project. In this context, quasi-apprenticeship relationships are developmental, in that the student is provided the opportunity to be involved in an activity that is widely practiced in research universities. However, insofar as the major advisor limits his/her guidance to the academic needs of the student and to the completion of

the research project, these relationships are non-developmental to a large extent. In this respect, the student is not afforded access to unpublished information that relates to scholarly academic development. Information of this type may include how to become a viable member in a professional field, and acquiring knowledge that relates to the political realities of academe.

The following quotations are representative of respondents identified as having quasi-apprenticeship relationships with their major advisors. A current student had these comments: "In one way my advisor looks out for me and in another way he looks out for himself. He does not take anyone under his wing and direct them... I you are not seeing what he is talking about he will continue to try to move you, but he does not take you and say 'I think you need to do this or that.' He talks to me about the things that he is working on. He ask my advice and I ask his advice about things. The bottom line is he gets his stuff done. He draws on personal relationships with people to ensure that his work gets done. He cultivates personal relationships, then he develops business relationships. That's how he gets his stuff done." Another respondent, a former student who was a research assistant for his advisor stated: She [his advisor] wanted work to be done. And she wanted it done the way she wanted it done... She would give me assignments to the hilt. She would expect them to be fulfilled by the due date. As long as they were fulfilled by the due date, she would not ask to many questions. We had what a professional relationship should be about. My boss asked me to do something and I did it. If I had a question, I might ask her, but for the most part, I just did it." Another former respondent from the sciences explained of his major advisor: "I think what attracted him... was the fact that I had certain skills that he could bank on. I could do the work without him having to provide as much background."

Type IV: Academic Mentoring Relationships

Eight interviewees were identified as being involved in academic

mentoring relationships with their major advisors. This includes five current students representing the fields of education and the professions, and the social sciences along with three former doctorate recipients from the fields of education and the humanities.

Academic mentoring relationships are developmental doctoral student-advisor involvements where the major advisor provides the student with individualized guidance and assistance aimed at helping the student prepare for academic life in higher education. Academic mentoring relationships are developmental doctoral student-advisor involvements where the major advisor provides the student with academic opportunities and experiences not available to all doctoral students, where the student can learn and understand the realities of academic life at research universities, and where the advisor provides the student with information concerning scholarly life at research universities. This information is communicated through in-depth discussions and academic role modeling. In so doing, advisors in these relationships take a personal interest in the student and his/her career success.

Two attributes characterize academic mentoring relationships. First, these relationships are academic developmental relationships. Second, advisors take a personal interest in the student and in the student's career preparation and success.

Academic Developmental Relationships

In academic mentoring relationships, like quasi-apprentice relationships, the doctoral student is provided educational experiences not accessible to most doctoral students. However, in contrast to quasi-apprentice relationships, doctoral students in these relationships are provided a broader range of opportunities to work more closely with the major advisor. These developmental experiences include activities that are separate from the typical in-class assignments or projects, and encompass such opportunities as teaching assistants and research

assistants.

Along with these academic opportunities, the developmental nature of these relationships is manifest in that the major advisor takes a personalized role, through one-to-one interactions, in the academic professional growth and academic preparation of the doctoral student. The personalized interaction between student and the advisor render these involvements as relatively informal student-advisor interactions. Through these less formal and personalized interactions, the advisor often discusses or displays to the student various unforeseen aspects of scholarly academic life at research universities. These aspects include the political realities of departmental and university governance, in addition to the life and expectations of the faculty member at a research university. In this respect, these relationships are developmental owing to the fact that there is nurturing and grooming of the student for career in academic life.

Much of the academic development of the student comes from the fact that these advisors are developmental role models. Developmental role models are major advisors who not only have accomplished a high level of proficiency in their field of study, but who also personally discuss and provide opportunities for the student to actively observe how the professor works in the academic arena. These opportunities may occur both inside and outside of the university environment.

Personalized Academic Relationships

Academic mentoring relationships are academically personalized student-advisor involvements. These relationships do not generally involve extensive social interactions between the student and the advisor. Rather, the doctoral student and the major advisor develop a close academic relationship. These are not close relationships in the sense that the student and the advisor are close personal friends. Closeness in these relationships means the advisor takes a personal interest in the student and works closely with the student in the effort

to enhance the student's academic preparation.

The following quotations are representative of respondents involved in academic mentoring relationships with their major advisors. A current student from the professions commented: "I was his teaching assistant. I would say that teaching that course with him was the first step to him being a mentor because I learned a lot about organizing and designing courses. I was included in every step of the process. I was asked to make contributions and help design the exams. I had my own students... He would talk with me every week about what happened in my class. If there were problems, he would share information on how to solve them. This was a 'learning experience' for me and I think it went beyond what advisors normally do." A former student from the humanities stated: "More of the mentoring that is really attributed to my success in academic life really goes to this man. He really showed me the ropes of academic life. Just by being around and talking with him... He was a very productive scholar. I got to see the 'discipline' side of academic life. I got to see that this [academic life] is not all fun and games. Academic life give you a lot of time, and you need to be able to use that time. I saw that from being around and taking to him." The respondent also added: "I would go over to his house and we would sit and drink Cognac and talk about 'things'. I learned a lot about department politics from talking to him... It had a dramatic impact to go over to this man's house and see that he didn't just go home and turn on the television. He goes home and goes to his study. His study was a major part of his house.... The wall of his study was lined with books. And I would talk to him about the projects that he and other professors were working on. As a result, I published some things before I left graduate school... His contribution was more by example, and the expectations that he had of me... What I learned mostly from him was how to maneuver to get along [in academia]."

Another former student from education commented about his advisor:

"I knew his wife and kids. I went to his house for dinner and social things. It was important because I felt less alienated. I felt like I belonged. I felt totally involved. And I got inspiration from that. You see one of the things that you have to get over as a doctoral student is that when you come into the program, is that the professors are already there. They have their degrees and their publications. So it seems like magic to you. But when I got to know him and he talked to me about how he made it, then all of the sudden I realized that it was just another human being who went to work and stayed at something and got it done. And while being involved like that, I saw a different side and it became more realistic and less mysterious to me."

Type V: Career Mentoring Relationships

Three interviewees were identified as being involved in career mentoring relationships with their major advisors. All were former doctorate recipients who represented the fields of education and the social sciences.

Career mentoring relationships are the most extensive doctoral student-advisor relationship. Career mentoring relationships are developmental doctoral student-advisor involvements where the major advisor takes a personalized role in preparing the student for an academic career in higher education. Advisors in these relationships take an active role in networking and socializing the doctoral student's entry into a profession. In addition, advisors in these student-advisor involvements take a personal interest in the student and the career success of the student.

Three attributes characterized career mentoring relationships. First, these are developmental student-advisor involvements where the advisor takes a direct and purposeful role in preparing the student for faculty employment in higher education. Second, advisors in these relationships are active in socializing the student into a profession. Third, the major advisor takes a personal interest in the student and

his/her career success.

Developmental Relationships

Career mentoring relationships are developmental doctoral student-advisor involvements. In these student-advisor involvements, major advisors take a personalized role in preparing a doctoral student for an academic and research career in higher education. In these developmental relationships the advisor takes the student "under his/her wing" and guides the student's educational and professional preparation toward a career in academe.

Professional Socialization of the Student

Advisors in these relationships take an active role in socializing, and/or seeing to it that the doctoral student is socialized and networked into a profession. Socialization and networking in this context means these advisors provided the student with significant opportunities to meet, interact, and form professional relationships with other professionals in the student's field of study. In this respect, the major advisor played an important part in guiding the student's entrance into the profession.

Personal Interest

Career mentoring relationships also involve interactions where the advisor takes a personal interest in the student and the professional success of the student. These student-advisor relationships involve a higher level of personal and professional interest in the student and his/her career than any of the previous student-advisor relationships. These advisors assumed personal accountability with regard to the student and his/her career preparation. Interviewees in these relationships indicated they felt their advisors had a genuine interest in them and their professional success.

In addition to the personal interest the advisor provides to the student, advisors and students in these relationships are involved in social activities together. These social involvements are not

necessarily confined to activities that have a direct relationship to the student's academic experience, and were not confined to the university environment.

The following quotations are representative of respondents identified as having career mentoring relationships with their major advisors. A former student, from the social sciences, with an African American advisor commented on her relationship with her advisor with the following: "The fist day I met her at the university, she sat me down and said 'I'm almost od enough to be your mother, so I will treat you like my child. That is, I will teach you everything I know about research to the best of my ability'... She did a lot nurturing and encouraging me." She continued, "We ended up doing an edited volume together. That benefitted me. I think that some advisors do that [publish with their students] too. But they see that as an advantage to them [the advisor]... My advisor didn't just grab all of the opportunities that she was offered. She shared some with me." Finally this respondent added, "We met at conference [prior to starting the doctoral program], where I was presenting. She came to my talk and grabbed me by the hand and took me all around. She introduced me. Began networking me almost immediately. My personal relationship with her as a friend also networked me professionally. Eventually, I met all the key people in my area on a personal level. These are people that I can call up now and they know who I am. Early into their careers, generally that's not what people have."

SUMMARY AND CONCLUSIONS

The types of relationships African American doctoral students had with their major advisors ranged in a continuum from very limited (formal academic advisement relationships) to very involved (career mentoring) student-advisor interactions. Seventeen percent (7 total) of the study participants were identified as having formal academic advisement relationships with their major faculty advisors. These

student-advisor relationships were clearly the most nonsatisying involvements, from the respondent perspective, and indicated varying degrees of displeasure regarding interactions with major advisors. Forty-three percent (18 total) of the study participants were identified as having academic guidance relationships with their major advisors. These relationships were the most prevalent student-advisor relationship for students in the study. In general these types of relationships were generally what the respondents indicated what, at a minimum, they felt a doctoral student-advisor relationship should be like. Fourteen percent (6 total) of the study participants were found to be involved in quasi-apprenticeship relationships. Although these relationships may appear to be nonsatisfying student-advisor relationships, overall the respondents in these involvements indicated they were generally satisfied with these types of involvements.

Nineteen percent (8 total) of the study participants were identified as having academic mentoring relationships with their major advisors. These student-advisor relationships were very satisfying student-advisor relationships wherein respondents felt their advisors went beyond the call of duty by ensuring that they (the students) were sufficiently prepared for academic careers. Seven percent (3 total, all former students) of the study participants were identified as having career mentoring relationships with their major advisors. Clearly this was the lowest percentage of study participants in any student-advisor involvement. These relationships were the broadest based advisor-student involvement, in addition to being the most satisfying. Not only did advisors purposely prepare the student for careers in higher education, they also actively networked and socialized their advisees into particular fields of study. These relationships made it easier for the student to get to know and communicate with other professional in their fields of study.

The findings of the study indicate African American doctoral students have a variety of relationships and involvements with their major faculty advisors. In addition, the major advisor was found to play a significant role in the academic life, satisfaction and career preparation of African American doctoral students. More specifically, quasi-apprenticeship, academic mentoring and career mentoring relationships were found to have the most significant impacts on African American doctoral students seeking careers in higher education.

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